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ABSTRACT

A computerized information system was developed from specifications of 40 data elements to provide a database for decision making about problems relating to new admissions standards on a multi-campus, open admissions university. For over 400 entering freshman, multivariate analysis of the data elements and other standard predictors was used to profile the characteristics of successful and unsuccessful matriculation. The new data elements included number of units and average grades for mathematics, English, science, social science, foreign language, computer science, and economics, as well as high school class rank, high school grade point average, and Scholastic Aptitude Test score. A student migration or flow analysis within the university was also available from the information system, which demonstrated student flow between campuses, between academic and technical majors, and between colleges. The information system is helpful for predicting future enrollments based on changing enrollment standards. The system also allows the university to monitor the student flow between campuses to determine the effect of implementing duplicate courses or programs on the three campuses. Examples of data generated by the system are appended. (Author/SW)

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INFORMATION SYSTEMS APPROACH TO ADMISSIONS AND RETENTION*

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Lamar University System

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the Twenty-Fourth Annual Forum of the Association for Institutional Research held at the Hyatt-Regency in Fort Worth, Texas, May 6-9, 1984. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum papers.

Daniel R. Coleman, Chairman
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INFORMATION SYSTEMS APPROACH TO ADMISSIONS AND RETENTION

Abstract

An information system, computer based, was developed from specifications of 40 data elements to provide a wide data base for decisions about alternate solutions to problems relating to new admissions standards on a multi-campus, open admissions university. Results indicate that a much higher retention rate (61%) of first year students than was expected for universities of similar size and type (42%). Multivariate analysis of the data was used to profile the characteristics of successful and unsuccessful matriculation.

INFORMATION SYSTEMS APPROACH TO ADMISSIONS AND RETENTION

In most state supported or state owned institutions of higher education, budgets and appropriations are formula driven. The primary variable in many formulae are always the student headcount and/or the number of credit hours generated on the average by a student. When an institution recruits new populations of students or increases the number of entering students, the college or university gains added revenue from serving those students. When a state college or university reduces attrition and increases the persistence rate of students over prior years, the college or university receives additional funds according to the state formula. Universities maintain great pride in graduating a high percentage of its senior students who entered bachelor degree programs four years earlier.

In the last two decades there has been a notable shift away from the pattern of undergraduates receiving a diploma after eight consecutive semesters. Many students take courses in summer sessions and graduate early. A large number of students in non-resident, urban universities work part time and frequently reduce their academic loads during a semester or quarter. Frequently, we find students stopping out for a semester; numerous reasons are reported for stopping out. Matriculation of these students is extended over more than four years. The dropouts and stopouts, as well as the continuing education model, projects the time of matriculation beyond a consecutive four-year program.

A number of studies of attrition-retention have reported that attrition in regional type colleges and universities is frequently between 55-60% of the original freshman enrollment (White & Bigham, 1982). Since Lamar University has been an "open admissions" type university and is a regional university in Southeast Texas, it was expected that 60% of the original freshman enrollment would not return one year later for the fall semester. Analysis of the data retrieved for the 1982-1983 period showed an attrition of only 41%. The information system's approach to admissions permits a profile analysis of those who withdrew and of those who persisted. When the personality traits of persisters were examined (White, Esser, & Nylin, 1984), it appeared that a distinct profile identified the persisters.

Tinto (1975) has developed an explanatory, longitudinal model of the persistence and/or withdrawal of students based on a degree of fit between student characteristics and the institutional environment. The model suggests that students enter a particular college or university with a range of background traits which contribute to initial commitments to persistence and matriculation. Pascarella, Duby, and Iverson (1983) found that Tinto's model applied to non-residential (commuter type), urban universities works just as well and affords prediction of persistence in each semester and cummulatively to graduation. Although specific determinants are still to be verified by research, persistence of students in commuter-type institutions appears to be remarkably strong. One of the causes of the high retention in commuter type schools is the perseverance of students in commuting to college. Motivation to work part-time and go to school probably adds to the persistence in the first year of college.

Information System Model

At least 40 variables have been identified as contributing factors to the variance of attrition-retention data in the first year of college (Ramist, 1981). The largest contribution to the variance, however, in a step-wise regression model has been the Scholastic Aptitude Test (SAT) score, or the American College Testing (ACT) program score, combined with the Grade Point Average (GPA) of high school courses which are considered preparatory for college. Each of the other variables, such as formal education of parents, or parental income, or high school activities, or personality variables, contributed only an additional one or two percent or less to the variance after SAT/ACT scores and the high school GPA had been entered as predictor variables. Success in the first year of college is best predicted by the combination of SAT/ACT scores and high school GPA. In the information systems model at Lamar University, the number of units in high school solids and the number of units in mathematics and sciences in addition to the SAT score, high school class rank, high school GPA, and grades in high school mathematics, sciences, and social sciences were very high predictors of persisters and success at Lamar University.

Recently both the NCAA and the State of Texas have imposed future standards on high school students that have the number of high school solids as data elements. The student data base at Lamar did not include information pertaining to the number of units of solids or the grades received in those courses. Yet, these data elements must be incorporated into any information system that was to monitor future admissions and retention.

To study the impact of the number of solids on perseverance toward graduation at Lamar, the following new data elements were defined: number of mathematic units and average grade, number of English units and average grade, number of science units and average grade, number of social science units and average grade, number of foreign language units and average grade, number of computer science units and average grade, number of economic units and average grade, number of other solids and average grade, and the total number of solids and grade point average (GPA) in the solids. Then over four hundred students from the entering freshman class of 1979 were randomly selected and the information for the new data elements was obtained from their high school transcripts. These data elements were then combined with other standard predictors in a stepwise linear regression model to predict academic persistence at Lamar.

Enrollment status (defined as currently enrolled or graduated Versus withdrawn) correlated significantly ($p < .001$) with total number of solids, SAT-Total and high school rank. When these variables, combined with high school GPA are entered into the stepwise multiple regression model, total number of solids emerges as the best predictor of college persistence followed by high school rank and high school GPA, all at a confidence level of .999. If this confidence level is dropped to .95, SAT-Total enters the equation, accounting for a cumulative 29% of the variance.

The total number of solids as a predictor of college persistence was further examined. With the sample from this university, the number of math years was a significant predictor at a .999 confidence level, followed by the number of science years at a .99 confidence level. The

number of English years did not significantly contribute to the regression equation. Given that students have less choice on whether or not to enroll in English courses than in math or science courses over a three to four year time period, it was expected that the total years in English would discriminate less than years in math or science.

Finally, the solid grades were entered in the stepwise regression model. Considering grades only, math grade was the best predictor of college persistence (confidence level = .999) followed by grade in social studies (confidence level = .95).

Changing Admission Standards

Lamar University is a three campus, open admissions, regional university with over 15,000 students. Even though the total number of high school seniors in the region is decreasing, new freshman admissions increased for each of the last 15 semesters. Freshman enrollment in the Fall of 1983 was over 3,000. In an attempt to reduce attrition during the freshman year and to increase the quality of instruction, the President has recommended that the criteria for admissions into the University be a combination of high school grade point average (2.3 in 14 college preparatory subjects) and a specified minimum total SAT score (700) or a specified composite ACT standard score (15). This has turned out to be the beginning of a movement away from an "open admissions" university. A new format was developed to identify an information base with admissions variables. We collect verbal and quantitative SAT scores and subscaled scores and a composite score on the ACT. Grades in each of 14 specific college preparatory courses [English (4); Math (3);

History and Social Studies (2); Laboratory Science (2); and Economics, Computer Science, or Foreign language (3)] are transferred from the high school transcript. We are then able to compute a GPA of the 14 course grades. Declaration of the major area of study, college and departmental identifications are also included in the data elements of the admissions record. Students failing to meet the previously stated criteria could apply for conditional placement in a highly structured curriculum one semester. Introductory English and mathematics courses must both be passed to maintain enrollment status.

Table 1 provides the output indicators of the initial information base: name, age, sex, social security number, college identity, department or major, credit hours attempted, credit hours earned, SAT scores (verbal, math and total) college GPA and retention status. Each list of student data is separated by campus, college and by program. Table 2 lists the SAT scores in frequency distributions of 100 and provides summary statistics in three categories: (1) Persistence, (2) Graduation, and (3) Withdrawal. Each category provides information about ethnic background, percentage of students returning, graduating, and failing to return. SAT scores as well as college grade point average are also presented in Table 2. Percentages of students persisting, graduating, and withdrawing are observable for each college and for each academic program. Summary statistics by college are also provided in Table 2. Each College Dean can examine the output and determine how many students persisted in each department and the performance of those students academically over a number of semesters.

The frequency distribution of SAT scores provides information identifying students with possible developmental lag as well as those

students who are academically talented on the basis of relatively high SAT scores and relatively high GPA in college and in high school. Information is quickly retrievable to profile a particular student, college, department, or campus. Information about persistence and the characteristics of the average persister is available to each Department Head or College Dean. Academic program evaluation by university, by campus, by college, by department is retrievable in a timely manner with accuracy. Reports for the Office of Civil Rights as well as the Coordinating Board of the State of Texas are generated with greater facility. As part of the "Texas Plan" for equal educational opportunity all state universities must file a series of OCR9000 reports which include graduation and persistence data.

Student Flow

A student migration or flow analysis within the university is also available from the information system. This analysis demonstrates the flow of students between campuses, between academic and technical/vocational majors and between colleges. It also provides graduating and non-returning student counts by campus and college.

Tables 3.1 and 3.2 exhibit the percent of flow of new first-time students within the Lamar System from Fall, 1979 to Fall, 1980 and from Fall, 1982 to Fall, 1983. The rows represent the percent transfers from a college or division and the columns represent transfers into a college or division. Table 4 exhibits the actual student headcount movement between colleges. The divisional codes represent the campus, college, academic versus technical/vocational, and duplicative technical/vocational versus unique programs on the three campuses, the combining of

the College of Liberal Arts (code 010) with the College of Sciences (code 080) is reflected in Table 3.1 and Table 3.2. The two tables also exhibit the changing patterns of student flow over the four year period.

By processing the student flow model for a sequence of years it is possible to examine student flow and matriculation concurrently. For example, by combining Fall, 1979 with Fall, 1980 through Fall, 1983 respectively, the matriculation of the new freshman class of 1979 can easily be examined. The student flow can also be profiled based on other data elements in the information system such as SAT ranges, high school GPA, etc.

Summary

The establishment of a computer based information system to be used in support of the decision making processes with respect to admissions, student flow and retention is beneficial in several areas. The information system allows the careful evaluation of the matriculation of students based on certain characterizations. This evaluation provides a means to predict future enrollments by college based on changing enrollment standards. The information system allows the university to monitor the student flow between campuses to determine the effect of implementing duplicate courses or programs on the three Lamar campuses. It should be noted that the campuses are only 25 to 30 miles apart. By combining the student enrollment and flow data with student enrollment participation rates from the local counties, it is possible to accurately profile the impact such duplicative programs have on the campuses and the service region.

Finally, the information systems approach allows the university to carefully profile its student base to determine new student markets, evaluate programmatic considerations, and then monitor and evaluate outcomes. This is especially important where universities have to expand into new locations or new student markets to maintain their enrollments due to a decreasing student base.

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Table 1

DATE: 01-17-84

DEGREE: ACADEMIC
CAMPUS:
COLLEGE OMITTED

NAME/SOCIAL SECURITY NUMBERS OMITTED

L A M A R U N I V E R S I T Y
EXPANDED RETENTION STUDY
FALL 1979 TO FALL 1983

SPR061

AGE	SEX	----SAT SCORES--- TOTAL	VERBAL	MATH	GPA	---ACADEMIC--- ATTEMPTED	EARN	---TECH ARTS-- ATTEMPTED	EARN	MAJOR (ABV)	RETURN STATUS
22	M	780	360	420	1.1	11	8			IESY	
22	M				2.8	130	130			CSES	GRAD - 4
24	M	820	340	480	2.9	123	123			CE	GRAD - 4
23	M	880	370	510	2.4	124	120			CHE	RETURNED
23	F	1280	540	740	3.7	129	129			EE	RETURNED
23	M				0.0	3				CSMT	
30	M				2.4	103	109			ME	RETURNED
22	M				2.5	17	17			CSIE	
24	M	1070	490	580	3.2	17	17			EE	
23	M	920	400	520	1.8	65	51			CSIS	RETURNED
22	M	950	450	500	1.9	100	70			CSES	RETURNED
30	M				0.0					ME	
23	F				1.9	14	14			EE	
22	M	790	410	380	2.6	75	75	60	60	IT	GRAD - 4
22	M				0.7	13	4			ME	
24	M	730	250	480	2.0	70	61			EE	RETURNED
23	M				0.5	10	5			CE	
23	M				2.4	108	102			PIDT	RETURNED
22	F	1270	610	660	2.9	141	134			CHE	RETURNED
22	M	960	390	570	3.5	125	125			MTHS	GRAD - 4
22	F	1100	440	660	3.7	120	120			MTHS	GRAD - 4
22	M	950	420	530	0.2	12	3			ERUN	
23	M				0.0	1				CE	
22	M	1090	430	660	3.7	14	14			EE	
22	F				3.0	126	126			CSES	GRAD - 4
22	M	1130	600	530	2.8	130	126			CHE	RETURNED
22	M	530	240	290	1.2	13	10			ERUN	
23	M				2.9	17	17			CSIE	
23	M				2.3			12	12	ME	
23	M	820	330	490	2.6	133	130			ME	RETURNED
23	M	870	350	520	2.4	12	12			CSMT	
24	M	870	350	520	2.9	141	141			IE	GRAD - 4
23	M	790	400	390	2.9	78	78	48	48	IT	GRAD - 4
22	M	1090	450	640	3.3	118	115			CHE	RETURNED
22	M				2.1	18	14			CHE	
23	M	730	330	400	1.2	11	8			ME	
22	M	1100	370	730	3.2	14	14			IE	
22	M				2.7	50	50			CSES	RETURNED
25	M				2.0	78	72			ME	GRAD - 4
22	M				3.7	12	12			CSMT	
23	M	1080	480	600	2.8	18	18			CHE	
22	F	1130	610	520	2.9	134	119			CHE	RETURNED
23	M	740	330	410	0.9	11	5			ME	
23	M				0.0	5				IESY	
22	M	1260	600	660	3.9	127	127			CHE	GRAD - 4
22	F				0.0	16	1			CSIE	
23	M	980	410	570	1.5	16	12			CHE	
22	M	1120	460	660	3.4	17	17			MTHS	

Table 2

DATE: 01-17-84

LAMAR UNIVERSITY
EXPANCED RETENTION STUDY
FALL 1979 TO FALL 1983

SPR061

DEGREE: ACADEMIC
CAMPUS: MAIN
COLLEGE: NAME OMITTED

SAT RANGE	ETHNIC	TOTAL	RETURNED			--SAT SCORES---			GRADUATED			--SAT SCORES---			DID NOT RETURN			--SAT SCORES---		
			COUNT	%	GPA	VERB	MATH	TOTAL	COUNT	%	GPA	VERB	MATH	TOTAL	COUNT	%	GPA	VERB	MATH	TOTAL
	BLACK	1	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	1	100.0	2.5	400	500	900
	HISPANIC	1	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	1	100.0	1.3	520	450	970
	ASIAN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	AM IND	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	ALIEN	1	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	UNKNOWN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	1	100.0	1.5	410	570	980
	TOTAL	22	9	41.0	2.2	426	510	936	2	9.0	3.4	385	580	965	0	0.0	0.0	0	0	0
1000-1099	WHITE	17	7	41.0	2.8	476	581	1057	2	12.0	3.3	460	555	1015	8	47.0	2.6	476	575	1051
	BLACK	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	HISPANIC	2	1	50.0	3.3	450	640	1090	0	0.0	0.0	0	0	0	1	50.0	1.3	530	530	1060
	ASIAN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	AM IND	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	ALIEN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	UNKNOWN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	TOTAL	19	8	42.0	2.9	473	589	1061	2	11.0	3.3	460	555	1015	9	47.0	2.5	482	570	1052
1100-1199	WHITE	16	8	50.0	3.0	521	619	1140	3	19.0	3.6	513	593	1107	5	31.0	2.5	470	648	1118
	BLACK	2	1	50.0	2.9	610	520	1130	1	50.0	3.7	550	590	1140	0	0.0	0.0	0	0	0
	HISPANIC	1	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	1	100.0	3.0	550	570	1120
	ASIAN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	AM IND	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	ALIEN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	UNKNOWN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	TOTAL	19	9	47.0	3.0	531	608	1139	4	21.0	3.7	523	593	1115	6	32.0	2.6	483	635	1118
1200-OVER	WHITE	9	4	44.0	3.4	565	703	1268	5	56.0	3.5	576	664	1240	0	0.0	0.0	0	0	0
	BLACK	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	HISPANIC	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	ASIAN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	AM IND	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	ALIEN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	UNKNOWN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	TOTAL	9	4	44.0	3.4	565	703	1268	5	56.0	3.5	576	664	1240	0	0.0	0.0	0	0	0
TOTALS	WHITE	166	64	39.0	2.7	445	550	995	21	13.0	3.2	463	558	1022	81	49.0	1.8	428	531	959
	BLACK	25	4	16.0	2.7	610	520	1130	1	4.0	3.7	550	590	1140	20	80.0	1.7	280	379	659
	HISPANIC	14	1	7.0	3.3	450	640	1090	1	7.0	2.8	330	340	670	12	86.0	1.9	423	465	888
	ASIAN	1	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	1	100.0	3.0	0	0	0
	AM IND	5	1	20.0	1.9	290	410	700	0	0.0	0.0	0	0	0	4	80.0	2.2	0	0	0
	ALIEN	16	5	31.0	2.4	230	445	675	1	6.0	2.0	0	0	0	10	63.0	2.7	410	570	980
	UNKNOWN	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0
	TOTAL	227	75	33.0	2.7	436	543	980	24	11.0	3.2	461	549	1010	128	56.0	1.9	402	498	899

TABLE 3.1

STUDENT MIGRATION/RETENTION RATIOS

FOR

FALL 1979

AND

FALL 1980

MIGRT2

DIV	NO OF STDNTS	UND 000	LA 010	BA 020	ENG 030	EDU 040	FA 050	060	TAU 071	TAC 072	SCI 080	HS 090	ORA 100	ORU 101	ORC 102	PAA 110	PAU 111	PAC 112	GRAD STUS	NON RTRN
000	298	21.87	1.04	9.37	1.04	6.59	3.12	.00	2.77	5.59	2.43	3.47	.00	.00	.00	.69	.00	.00	.00	42.01
010	88	1.13	27.27	2.27	.00	6.81	1.13	.00	.00	2.27	1.13	.00	1.13	.00	.00	1.13	1.13	1.13	.00	53.40
020	474	.63	1.05	46.83	.63	1.89	1.47	.00	.84	2.95	.63	.84	.21	.42	.00	.63	.42	.00	.00	40.50
030	284	1.05	.35	7.04	45.42	2.11	1.05	.00	1.05	6.33	1.05	.35	.00	.00	.00	1.05	.35	.35	.00	32.39
040	193	.51	1.03	4.66	.00	45.59	3.11	.00	1.03	1.03	.51	1.03	.00	.00	.00	1.03	1.03	.51	.00	38.86
050	149	.67	2.68	.67	.00	6.71	50.33	.00	.00	1.34	.00	.67	.67	.00	.00	.00	.00	.67	.00	35.57
071	190	1.05	.00	.52	1.05	.52	.00	.00	46.31	1.57	.00	.52	.00	.52	.52	.52	.00	2.10	.00	44.73
072	231	.43	.00	.00	.86	.00	.00	.00	1.29	42.42	.00	.00	.00	.00	.00	.00	.00	1.29	.00	53.24
080	146	2.74	2.05	4.79	2.74	1.37	4.79	.00	.00	.00	39.72	2.05	.68	.00	.00	1.37	.00	.00	.00	37.67
090	149	.67	.00	4.69	.00	2.01	.67	.00	.67	3.35	2.01	34.22	.00	.00	.00	.67	.00	.00	.00	51.00
100	170	.58	.00	.58	1.17	1.76	1.17	.00	.58	.58	2.94	1.17	34.70	.00	2.94	.00	.00	.00	.00	51.76
101	26	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	3.84	3.84	26.92	3.84	.00	.00	.00	.00	61.53
102	101	.00	.00	.00	.99	.00	.00	.00	.00	.00	.00	.00	.99	.99	21.78	.00	.00	1.98	.00	73.26
110	60	3.33	.00	3.33	.00	1.66	.00	.00	.00	1.66	.00	3.33	.00	.00	.00	21.66	3.33	3.33	.00	58.33
111	99	.00	.00	.00	.00	.00	.00	.00	1.01	1.01	2.02	1.01	.00	2.02	.00	1.01	37.37	2.02	.00	52.52
112	151	.00	.00	1.32	.00	.66	.00	.00	.00	1.98	.00	.66	.00	.00	.66	1.32	1.32	35.09	.00	56.95
TOT	2799	2.96	1.50	10.75	5.21	5.32	3.96	.00	3.96	5.93	2.96	2.85	2.32	.46	1.07	1.10	1.67	2.50	.00	45.37

TABLE 3.2

STUDENT MIGRATION/RETENTION RATIOS
FOR
FALL 1982
AND
FALL 1983

MIGRT2

DIV	NO OF STDNTS	UND 000	LA 010	BA 020	ENG 030	EDU 040	FA 050	060	TAU 071	TAC 072	SCI 080	HS 090	ORA 100	ORU 101	ORC 102	PAA 110	PAU 111	PAC 112	GRAD STUS	NON RTRN
000	214	35.98	1.86	2.33	1.86	4.67	1.86	.00	.93	1.86	.00	3.73	.00	.00	.00	.46	.00	.00	.00	44.39
010	418	.71	37.32	4.78	1.91	2.15	1.43	.00	1.67	.95	.00	3.58	.23	.00	.00	.95	.00	.00	.00	44.25
020	454	1.54	3.08	46.91	.44	2.42	.44	.00	.66	1.54	.00	.44	.66	.00	.00	1.32	.44	.22	.00	39.86
030	310	7.74	1.61	8.06	46.45	1.29	.00	.00	.32	1.93	.00	.64	.64	.00	.32	.96	.00	.00	.00	30.00
040	125	1.60	.00	1.60	.00	55.20	.80	.00	.80	.80	.00	.80	.00	.00	.00	1.60	.00	.80	.00	35.20
050	105	.95	.00	.95	.95	4.76	47.61	.00	.00	.00	.00	1.90	.95	.00	.00	.95	.00	.00	.00	40.95
071	270	.74	.37	2.22	.74	.74	.37	.00	46.66	2.96	.00	.00	.00	.37	.00	1.11	.37	.00	.00	43.33
072	254	.00	1.57	.78	.78	1.18	.00	.00	4.33	42.12	.00	.39	.00	.00	.39	.00	.00	.39	.00	48.03
080	0	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
090	190	.52	1.57	1.05	.00	1.05	.52	.00	.52	1.05	.00	44.21	.52	.00	.00	1.05	.52	.00	.00	47.36
100	179	2.23	.55	2.23	3.35	.00	.00	.00	.00	.00	.00	2.23	42.45	.55	2.23	.55	.00	.00	.00	43.57
101	18	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	27.77	5.55	.00	.00	.00	.00	66.66
102	136	.00	.00	.00	.00	.00	.00	.00	.00	1.47	.00	.00	2.20	.00	41.91	.00	.00	.00	.00	54.41
110	181	.00	.55	2.21	2.21	1.10	.55	.00	1.10	2.21	.00	1.65	.00	.00	.00	35.91	.55	.55	.00	51.38
111	83	.00	.00	.00	.00	.00	.00	.00	3.61	.00	.00	.00	.00	.00	.00	4.81	19.27	.00	.00	72.28
112	93	.00	.00	1.07	.00	.00	.00	.00	.00	3.22	.00	.00	.00	.00	2.15	3.22	2.15	26.88	.00	61.29
TOT	3030	3.99	6.23	9.40	5.71	3.86	2.17	.00	5.18	4.88	.00	4.02	2.87	.23	2.17	3.13	.75	.95	.00	44.35

TABLE 4

STUDENT MIGRATION/RETENTION TOTALS
FOR
FALL 1982
AND
FALL 1983

MIGRT2

DIV	NO OF STDNTS	UND 000	LA 010	BA 020	SAG 030	EDU 040	FA 050	060	TAU 071	TAC 072	SCI 080	HS 090	ORA 100	ORU 101	ORC 102	PAA 110	PAU 111	PAC 112	GRAD STUS	NON RTRN
000	214	77	4	5	4	10	4	0	2	4	0	8	0	0	0	1	0	0	0	95
010	418	3	156	20	8	9	6	0	7	4	0	15	1	0	0	4	0	0	0	185
020	454	7	14	213	2	11	2	0	3	7	0	2	3	0	0	6	2	1	0	181
030	310	24	5	25	144	4	0	0	1	6	0	2	2	0	1	3	0	0	0	93
040	125	2	0	2	0	69	1	0	1	1	0	1	0	0	0	2	0	1	0	44
050	105	1	0	1		5	50	0	0	1	0	2	1	0	0	1	0	0	0	43
071	270	2	1	6	2	2	1	0	126	8	0	0	0	1	0	3	1	0	0	117
072	254	0	4	2	2	3	0	0	11	107	0	1	0	0	1	0	0	1	0	122
080	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
090	190	1	3	2	0	2	1	0	1	2	0	86	1	0	0	2	1	0	0	90
100	179	4	1	4	6	0	0	0	0	0	0	4	76	1	4	1	0	0	0	78
101	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	12
102	136	0	0	0	0	0	0	0	0	2	0	0	1	0	57	0	0	0	0	74
110	181	0	1	4	4	2	1	0	2	4	0	3	0	0	0	65	1	1	0	93
111	83	0	0	0	0	0	0	0	3	0	0	0	0	0	0	4	16	0	0	60
112	93	0	0	1	0	0	0	0	0	3	0	0	0	0	2	3	2	25	0	57
TOT	3030	121	189	285	173	117	66	0	157	148	0	122	87	7	66	95	23	29	0	1344